

Sociology 3452 — Education & Society — Fall 2016

Blegen Hall 255 — Tuesdays/Thursday 1:00-2:15 — Course Web Page: <http://bit.ly/2aETrCt>

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(Useful: [How to Email a Professor](#))

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COMMUNITY-ENGAGED

LEARNING COORDINATOR:

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COURSE DESCRIPTION

Everyone thinks they know what "education" is. We've all been in schools, and we think we know how they work. We all have opinions about why some people go farther in school than others and why some people learn more than others. We all think we know what role education plays in shaping who knows more, who gets good jobs, and who has a good life. We all have opinions about how schools and the broader education system could be improved.

This course is designed to challenge and expand what we know about these things. We (i.e., the students and instructor) will critically engage research in sociology, education, economics, public policy, and elsewhere. And, we will bring academic materials into dialogue with structured experiences in community organizations to enrich our understanding of educational issues. The goal is to better understand how "education" works: what shapes educational achievement; where gender and racial/ethnic and socioeconomic inequalities in educational achievements come from; how and why educational experiences and accomplishments result in better social and economic outcomes; and how educational institutions might be improved.

This is not a course in which I (the instructor) will tell you (the students) what is true. It is a course in which we will collectively draw on our own backgrounds and experiences; read and discuss research and other scholarship; debate and argue about the issues; consider how academic issues play out in the community; and challenge and transform our ideas. For the class to succeed, we must all be willing to bring our unique backgrounds and experiences into dialogue with academic knowledge and community service activities and to have our ideas and assumptions challenged. We must also all be willing to listen respectfully and carefully to one another, even when we come from different backgrounds or have sharply different views.

This course includes a substantial and required community-engaged learning component. We will deepen our understanding of course material through structured service at a community partner outside of the university. The course includes almost no traditional lectures; indeed, there will be far more student-organized and student-led class sessions than lectures.

NORMS AND EXPECTATIONS

1. Respect for Others

This is a class that will touch on divisive and potentially sensitive topics. We will routinely explore and discuss reasons for social inequalities, what “fair” looks like, how public policy ought to be designed and paid for, and so forth. It is understandable—and maybe even necessary—that these discussions may sometimes make people mad or uncomfortable.

Nonetheless, *everyone involved in the class must treat everyone else in the class with unfailing respect*. We are here to learn from one another—and we can learn the most from people who don’t think like us or have the same perspectives or experiences as us. This means it is essential that everyone feel free to voice their views and perspectives. In my experience, people can only effectively communicate when they feel they are being treated with respect.

Listen carefully and respectfully to others. No shouting. No interrupting. No sarcasm. No personal attacks. If you get really upset, take a break, take a deep breath, maybe go for a short walk, and then come back to the discussion ready to calmly and respectfully re-engage.

2. Technology in the Classroom

Many instructors forbid or limit the use of laptop computers, tablets, phones, and other devices in class. Not me. Bring them and use them—they can be a great resource and learning aid. In fact, I insist that you bring them since I will ask you to use phones, tablets, or laptops for some interactive exercises. However:

- a. Do not distract or annoy your classmates or me! This means: Notifications and ringers off. Media sound off. If you are likely to use technology in some way that might distract or annoy people, sit in the back. Use good judgment. Don’t be a jerk.
- b. If you are easily distracted or annoyed by others’ use of technology, sit toward the front of the classroom.
- c. My advice: Use technology sparingly while in class. Use it, when directed, for collaborative group activities. Use your laptop or tablet to look up or access course-related materials or information. Use your cell phone to send or respond to urgent messages. Otherwise, try to pay attention to me and your peers. Snapchat, Facebook, Twitter, and Instagram can wait.
- d. I reserve the right to change this “bring your devices” policy at any time.

COURSE REQUIREMENTS

1. Community Engaged Learning (CEL)

CEL is a teaching and learning strategy that combines meaningful community service with instruction and reflection to enrich learning, teach civic responsibility, and strengthen communities. We will use what we learn in the classroom to address community-identified problems and issues. We will not only learn about practical applications of academic knowledge, we will also become actively contributing citizens and community members through service. Community-engaged learning and academic learning go hand in hand. Our understanding of academic issues will be enriched by seeing how those issues play out in the real world. Our understanding of the work of community organizations and of our roles in them will be enriched by putting our service in broader sociological contexts.

Here's what you need to do:

1. By Monday, September 12 at 11:59pm: Submit your CEL referral request, which identifies your top three choices of organizations, through the online system at <http://csl.umn.edu/>.

If you are doing community-engaged learning for multiple classes, email your service-learning coordinator as soon as possible and copy your instructors on the message. They will work with you to make sure your organization is approved for both classes and to decide how many total hours of service-learning will be expected of you during the semester; students in this situation are asked to do more than the minimum number of hours required for one class.

This part of the CEL assignment is worth 2 points. You will lose both points if you fail to submit your referral request on time. Note: You do not need to do anything to prove to me that you fulfilled this requirement on time; the CEL office will let me know.

2. OPTIONAL, and for extra credit (see below for details): Attend a pre-service training and reflection workshop at the Center for Community-Engaged Learning. For schedules and to sign up, [see this web page](#).

If you are new to community-engaged learning, I recommend you attend a session of "Community Involvement in Practice." If you have previously been in courses that featured community-engaged learning, I recommend you attend a session of "Critical Perspectives on Community Involvement." Note: You do not need to do anything to prove that you attended one of these workshops; the CEL office will let me know.

3. Complete your hours at the organization. You are expected to work 2-3 hours per week for a total of at least 30 hours during the semester. (You must also complete any trainings or orientations required by your service-learning organization.)

Throughout the semester, log your hours through the online system at <http://csl.umn.edu/>. Time travelling to and from the organization or site does *not* count toward your 30 hours. However, time spent being trained at the organization or site *does* count. Continue to work through the end of the semester, even if you complete your required 30 hours. If you are going to miss a scheduled time at your organization, be sure to notify the

staff member you report to as far in advance as possible. Also, please be aware of privacy and ethical issues in your organization.

This part of the CEL assignment is worth 40 points. You will lose 3 points for every hour you fail to complete. For example: If you only completed 28 hours (not 30), you would lose $2 \times 3 = 6$ points. This means that you will get no credit at all if you complete fewer than 17 hours. Note that misrepresenting the hours that you spend at your organization constitutes academic dishonesty.

4. Complete five written essays about your CEL activities

CEL Essay #1: The history and mission of your organization

(Due by the start of class on Tuesday, October 4)

Write an essay about the history, mission, and clientele of your CEL organization. In your essay, answer all of these questions:

- Why, when, and by whom was your organization founded or opened?
- What was its mission when it was founded, and what is its mission now?
- What problems does the organization seek to solve, or what issues does it address?
- How does your organization try to solve those problems or address those issues?
- Who are the people that your organization serves or helps?
- How does your organization identify its clientele, or how does its clientele come to be served by your organization?
- *If your organization is a school:* What grades does your school include? How many students are there? What is the racial/ethnic composition of the school's students? How do the school's test scores and "report cards" compare to other schools in the district? In the state? [This web site](#) may be useful.
- Where does the money come from to support your organization?
- How, if at all, is your organization portrayed in the media?
- What will you be doing for your organization this semester, and how do your activities fit into the organization's mission?

To answer these questions—and you should try to answer all of them—you should combine information from a variety of sources. The organization may have written documents it gives you; it may have a web site; or you may be able to read about it elsewhere. You may also need to interview people in the organization (e.g., your supervisor, long-time employees, key staff), at least informally. Be sure to cite your sources, and document where you obtained your information.

The essay should be no more than 2 single-spaced pages long (12-point type, 1.0 inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don't count against your page limit. The essay is worth 8 points. It will be graded based on how completely and thoughtfully you address the questions above; you will earn no more than 4 points if your essay is turned in late. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Turn in the essay by emailing it to me (warre046@umn.edu) as an email attachment with "CEL Essay #1" in the subject line. Name your file using your student ID number (e.g., "12345.docx" if your student ID number were 12345).

CEL Essay #2: Initial impressions

(Due by the start of class on Tuesday, October 11)

Write an essay about your initial impressions of your work at your CEL organization. In your essay, answer all of these questions:

- *Very Briefly, to Remind Me:* What problems does your organization seek to solve, or what issues does it address?
- *Very Briefly, to Remind Me:* How does your organization try to solve those problems or address those issues?
- *Very Briefly, to Remind Me:* What is your role in the organization? Why are you needed?
- *Before you started:* What were some of your preconceptions or beliefs about the people the organization serves?
- *Now:* Have those preconceptions or beliefs turned out to be true so far? Explain.
- How do you differ from the people that your CEL organization serves (in terms of your background, prior life experiences, advantages and disadvantages you may have, etc.)?
- *Before you started:* What fears, if any, did you have about your work at your CEL organization? Have you overcome those fears? If so, how?
- *Now:* What fears, if any, do you have about your work there the rest of the semester?
- What do you think will be your biggest challenge in your work at your CEL organization?
- What do you hope to gain from this experience?

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0 inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don't count against your page limit. The essay is worth 8 points. It will be graded based on how completely and thoughtfully you address the questions above; you will earn no more than 4 points if your essay is turned in late. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Turn in the essay by emailing it to me (warre046@umn.edu) as an email attachment with "CEL Essay #2" in the subject line. Name your file using your student ID number (e.g., "12345.docx" if your student ID number were 12345).

CEL Essay #3: Progress report

(Due by the start of class on Thursday, October 27)

Write an essay about your work at your CEL organization. In your essay, answer all of these questions:

- *Very Briefly, to Remind Me:* What problems does your organization seek to solve, or what issues does it address?
- *Very Briefly, to Remind Me:* How does your organization try to solve those problems or address those issues?
- *Very Briefly, to Remind Me:* What is your role in the organization? Why are you needed?
- What have been your main activities at your CEL site over the past few weeks?
- What do you think will be the most valuable service you can offer for your CEL organization over the *next* few weeks? Is there something more you could do to contribute to the organizations' mission?
- What have been your biggest challenges so far in your CEL work? How have you dealt with those challenges?
- Have you had any unexpected reactions to your CEL work, or have there been any unexpected events?
- What have you observed and learned at your CEL site over the past few weeks? Over those weeks, how has your understanding of the problems the organization tries to solve changed? What caused your understanding to change?

- What are your future professional goals? What are you doing in your CEL work right now that you think will be important for your profession?

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0 inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don't count against your page limit. The essay is worth 8 points. It will be graded based on how completely and thoughtfully you address the questions above; you will earn no more than 4 points if your essay is turned in late. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Turn in the essay by emailing it to me (warre046@umn.edu) as an email attachment with "CEL Essay #3" in the subject line. Name your file using your student ID number (e.g., "12345.docx" if your student ID number were 12345).

CEL Essay #4: Another progress report

(Due by the start of class on Tuesday, November 29)

Write an essay about your work at your CEL organization. In your essay, answer all of these questions:

- *Very Briefly, to Remind Me:* What problems does your organization seek to solve, or what issues does it address?
- *Very Briefly, to Remind Me:* How does your organization try to solve those problems or address those issues?
- *Very Briefly, to Remind Me:* What is your role in the organization? Why are you needed?
- What have you observed and learned at your CEL site over the past few weeks? Over those weeks, how has your understanding of the problems the organization tries to solve changed? What caused your understanding to change?
- How does your CEL work relate to the learning objectives of the course and to other course materials (e.g., readings, videos, class discussions)?
- How have other course materials changed your understanding of your CEL work, and how has your CEL work changed your understanding of other course materials?
- What are your future professional goals? What are you doing in your CEL work right now that you think will be important for your profession?

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0 inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don't count against your page limit. The essay is worth 8 points. It will be graded based on how completely and thoughtfully you address the questions above; you will earn no more than 4 points if your essay is turned in late. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Turn in the essay by emailing it to me (warre046@umn.edu) as an email attachment with "CEL Essay #4" in the subject line. Name your file using your student ID number (e.g., "12345.docx" if your student ID number were 12345).

CEL Essay #5: End of semester reflection

(Due by 2:15pm on Tuesday, December 20)

Write an essay reflecting on your CEL experience. In your essay, answer all of these questions:

- *Very Briefly, to Remind Me:* What problems does your organization seek to solve, or what issues does it address?
- *Very Briefly, to Remind Me:* How does your organization try to solve those problems or address those issues?
- *Very Briefly, to Remind Me:* What is your role in the organization? Why are you needed?

- What have you learned about your community from your CEL work?
- What impact did you have on the community through this work? What did you contribute?
- What have you learned about yourself through your CEL work? How have you been challenged? How did you grow or change as a person?
- What values, opinions, or beliefs of yours changed as a result of your CEL work?
- What was the most important lesson learned you learned from this work?
- What do you think are the long-term solutions to the problems and issues your CEL organization addresses through its work? How does the work of your CEL organization fit into the long-term solution?
- Pretend that you're in a job interview and your potential employer asks you what you learned during your CEL experience. How would you respond? (Note: the CEL experience may have provided an opportunity to practice "soft-skills" as well as to develop more tangible or technical skills.)

The essay should be no more than 3 single-spaced pages long (12-point type, 1.0 inch margins, with no weird page or font formatting); your bibliography or references can go on separate pages, and don't count against your page limit. The essay is worth 8 points. It will be graded based on how completely and thoughtfully you address the questions above; you will earn no more than 4 points if your essay is turned in late. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Turn in the essay by emailing it to me (warre046@umn.edu) as an email attachment with "CEL Essay #5" in the subject line. Name your file using your student ID number (e.g., "12345.docx" if your student ID number were 12345).

In addition, please send your CEL supervisor an email thanking them for the opportunity and including a copy of this essay; for full credit on this essay, you must copy me (warre046@umn.edu) on that email and the email must be sent by 2:15pm on December 20.

5. Make an In-Class Presentation about your CEL Experience

Toward the end of the semester I will let you know the date on which you will make a presentation about your CEL work to the class. You will get 5 minutes for your presentation. However, people working in the same CEL organization will combine their time. For example, if there were three students in the same CEL organization, those three students would work together on a 15-minute presentation.

In your presentation, summarize for the class your answers to the questions posed above for Essay #5; be sure to start by briefly saying what problems your CEL organization tries to solve or what issues it addresses; how it tries to solve those problems or address those issues; what clientele your organization serves; and what role you played in the organization. Also, be sure to connect your experiences with other course materials.

One way to present to the class is to simply stand up and talk for 5 minutes. You can do better! Be creative. Think about ways to use video, song, interactive activities, and other more engaging techniques for presenting. There will be prizes for the best presentation each class session!

This part of the CEL assignment is worth 8 points. You will receive points based on how thoroughly and thoughtfully you communicate the issues described above and how well you connect your CEL experiences to other course materials.

6. End of Semester Wrap Up Activities

Tell Me Who I Should Thank

By the start of class on Thursday, December 1: Send me (warre046@umn.edu) the name, job title, and email address of the person (or people) at your CEL organization who I should personally thank.

This part of the CEL assignment is worth 3 points. You will lose points if you fail to send me this information on time.

End-of-Semester Closure Email

By the start of class on Thursday, December 1: copy me (warre046@umn.edu) on an email to your supervisor at your CEL organization in which you remind them that you will end your service to them at the end of the semester.

Do not assume that your organization knows you will be leaving because the end of the semester is coming up. Treat this as you would a job and send an email with a two-week advance notification of the end date of your service. Copy me. This is also a great opportunity to provide feedback and a note of thanks for the experience, and to ask if you can contact your supervisor in the future for a letter of recommendation.

This part of the CEL assignment is worth 4 points. You will lose points if you fail to send the email on time or if your email is unprofessional.

Complete the Online End-of-Semester Evaluation

The Center for Community-Engaged Learning is constantly trying to improve the services they offer. Please complete an end-of-semester evaluation through the online system at <http://csl.umn.edu/>. Send me (warre046@umn.edu) proof that you have completed the evaluation by 2:15pm on December 20.

This part of the CEL assignment is worth 3 points. You will lose points if you fail to send me this information on time. Note: You do not need to do anything to prove to me that you fulfilled this requirement on time; the CEL office will let me know.

See the CEL syllabus attachment below (after the weekly schedule) for more information about academic integrity as it applies to community-engaged learning; about accommodations for students with disabilities; about confidentiality and privacy issues within the community-engaged learning context; about criminal background checks; and about non-discrimination and religious service.

2. Topics Presentation

Virtually any education issue—e.g., the black-white test score gap, school choice policies, rising college costs, the content of science textbooks—touches on important sociological themes and involves contentious real-world policy decisions. A central goal of this course is to help us all think critically and sociologically about thorny and debatable education issues.

My job as your professor is *not* to convince you that one side or another of an issue is “right.” My goal is to expose you to multiple perspectives on the issue, to force you to think critically about those perspectives, and to help you develop your own well-informed, well-reasoned, and principled perspective on the issue (whether or not I agree with your perspective).

Perhaps the *worst* way for me to accomplish this goal would be to lecture to you—to unilaterally decide what we should all read and hear about an issue, to set the agenda for the class session on that issue, to organize the discussion of that issue, and to be the only voice offering information. So, *you* get to present that education issue to the class. For each issue: Small groups of students will decide what we read, what videos or other material we consider, how we spend the time in the class session devoted to that issue, and how we discuss the issue.

Here's what you need to do:

1. Sign up for one of 16 "issues" using [this signup sheet](#) by Tuesday, September 13.

Pick your issue carefully. Try to pick one you care a lot about and consider picking one that is related to your community-engaged learning experience. Note that only 3 or 4 students can sign up for each issue.

This part of the topics assignment is worth 2 points. You will lose both points if you fail to sign up on time.

2. At least 2 members of your group should meet with me at least 2 weeks prior to the class session that will be devoted to your issue.

Your group can meet with me in office hours, or at a different time that works for everyone. At that meeting, we will jointly decide on the general outlines of how we will address your issue: What the class will read ahead of time, what other material the class will consider, and how the class session will be organized.

This part of the topics assignment is worth 8 points. Everyone in the group will lose all 8 points unless at least 2 members of the group meet with me on time.

3. One week prior to the class session: I will send the class a list of what they need to read ahead of time, what videos they need to watch, etc. in order to get ready for your class session. However, what the class reads or views is up to you.

This means you need to provide me with a list of such materials *more* than one week before your class session.

This part of the topics assignment is worth 10 points. Your group will lose points if it fails to provide me the list of resources on time. In general, your group's score will be based on the quality of the materials it suggests and the degree to which it informatively portrays all sides of issues. Some of the materials should be academic, but not all of them need to be. Be sure to read the questions below; the materials ought to speak to most of them, and foreshadow what your group will cover in its class session.

4. Lead the Class Session: You will be responsible for leading the class session on your topic.

How will the presentation or discussion be organized? How will you represent multiple perspectives? How will you introduce all sides of a debate? Will there be activities? How might you connect the topic to the community-engaged service that students are doing? It's all up to you.

Regardless of how you organize the class session, you will need to touch on the following questions as they pertain to your issue:

- a. What is the issue, and why is it important?

- b. How does the issue connect (if at all) with the community-engaged learning work that some students in the classroom are doing?
- c. How has the issue evolved over time in the US? That is, what is the history of the issue and how has the debate or discussion or nature of the issue changed?
- d. How does this issue play out in other countries around the world? How or why does the issue play out differently in the US?
- e. How do gender, race/ethnicity, and socioeconomic dynamics operate with respect to this issue?
- f. What are the proposed policy solutions in the US? What are the pros and cons of those solutions? What are the arguments on each side of the policy debate?

This part of the topics assignment is worth 30 points. Your group's score will be based on the degree to which it organizes an engaging and informative class session that addresses the above questions, the degree to which it provides a balanced presentation of all sides of an issue, and the degree to which it connects its topic to other course materials (i.e., people's CEL work, other readings or videos, other topics presentations). In general, the class session needs to be organized in a way that causes students to think critically and sociologically about multiple perspectives on the issue.

3. Other Writing Assignments

Weekly Summary of Course Materials

By the beginning of class most Tuesdays (see the week-by-week schedule below): Write a paper of *no more than one* single-spaced page long (12-point type, 1.0 inch margins, with no weird page or font formatting) that simply and concisely summarizes the main points, arguments, or issues raised in every (1) class session the preceding week; (2) assigned readings that were to be read by the preceding Tuesday or Thursday; and (3) all other assigned materials (e.g., videos, guest speakers) that were to be considered by the preceding Tuesday or Thursday. The paper should just be a summary ... not a critique or discussion. Simply demonstrate that you understood all of the main points, issues, and arguments by quickly summarizing them.

If you cannot make it to class, you are still responsible for summarizing the main things that were said, the main activities that happened, etc. You will need to get good notes from a classmate—not from me!

Each essay is worth 3 points; there are 11 essays due, so that is a total of 33 points for all the essays; late essays will not be accepted. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Turn in each essay by emailing it to me (warre046@umn.edu) as an email attachment with "Weekly Summary" in the subject line. Name your file using your student ID number (e.g., "12345.docx" if your student ID number were 12345).

Beginning of Semester Statement of Beliefs

By the beginning of class on Thursday, September 15: Write an essay of between three and four single-spaced pages long (12-point type, 1.0 inch margins, with no weird page or font formatting) that responds to the questions listed below. This essay should reflect your true

experiences, beliefs, and feelings ... not what you think anybody else might *want* to hear. The essay will *not* be graded based on *what* you say ... it will be graded on the basis of whether you took it seriously and answered the questions coherently, completely, and to the best of your ability.

Questions:

- a. Briefly describe the education you have received from when you were born until today; consider all the schools you have ever attended, the teachers you have ever had, and other educational influences in your life (e.g., churches, family, coaches). What kinds of schools did you have? What kind of teachers did you have? Did you have more opportunities than most people ... or fewer? Better quality schools and teachers ... or worse? In what ways did you have better opportunities, teachers, schools, etc.? In what ways did you have worse?
- b. Were your educational opportunities and experiences influenced (for better or for worse) by where you happened to live (i.e., what town or neighborhood you lived in, whether you lived in a rural or suburban or urban area, etc.) when you were growing up? Explain.
- c. Have your educational opportunities and experiences been influenced (for better or for worse) by how much money your family had while you were growing up? By the kinds of jobs your parents held? By how well educated your parents are? Explain.
- d. Have your educational opportunities and experiences been influenced (for better or for worse) by your racial or ethnic background? By your country of birth? Explain.
- e. Have your educational opportunities and experiences been influenced (for better or for worse) by your gender? Explain.
- f. Have your educational opportunities and experiences been influenced (for better or for worse) by your sexual orientation? Explain.
- g. To what extent have you had educational successes (you've all made it to college, so you're all successful to some extent) because of your own merits—that is, your own hard work, intelligence, perseverance, etc.? To what extent have your educational achievements been due to the fact that you were born to a certain family and happen to have the gender and race/ethnicity that you have? To what extent have your achievements been due to luck or chance? Explain your answers.
- h. Many people argue that anybody—regardless of their gender or race/ethnicity and regardless of the family they were born to—can “get ahead” in America. Those people typically argue that education is the key to “getting ahead.” They contend that anybody can get a good education if they just work hard enough, and that people with a good education get good jobs, enjoy good lifestyles, etc. What do you think? Can anybody “get ahead” in America, and what role does education play in this? Explain.

This essay is worth 8 points. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Late essays will receive no more than 4 points. Turn in the essay by emailing it to me (warre046@umn.edu) as an email attachment with “Beginning of Semester

Statement of Beliefs” in the subject line. Name your file using your student ID number (e.g., “12345.docx” if your student ID number were 12345).

End of Semester Statement of Beliefs

By the beginning of class on Tuesday, December 13: Write an essay of between four and five single-spaced pages long (12-point type, 1.0 inch margins, with no weird page or font formatting) that responds to the *same* questions listed above—but *after* you have experienced Sociology 3452. Remind me what your answers were at the start of class, but then focus on how (if at all) course materials and discussions changed your answers. If your beliefs and feelings changed, what caused them to change? If they did not change, how do you respond to arguments that run counter to your thinking and beliefs?

Again, the essay will *not* be graded based on *what* you say ... it will be graded on the basis of whether you took it seriously and answered the questions coherently, completely, and to the best of your ability.

This essay is worth 9 points. You will not be directly penalized for poor writing (e.g., grammatical or spelling errors, run-on sentences) but your score may suffer indirectly if your writing is not clear. Late essays will receive no more than 5 points. Turn in the essay by emailing it to me (warre046@umn.edu) as an email attachment with “End of Semester Statement of Beliefs” in the subject line. Name your file using your student ID number (e.g., “12345.docx” if your student ID number were 12345).

4. Attendance

You are all adults. Most of you are very busy adults. I am not going to police your class attendance; nor am I going to directly penalize you for not making it to class.

However: It’s hard to fully engage the course materials if you don’t come to class. How much you learn and also your grade will probably suffer *indirectly* if you miss a lot of classes. Also, *your* unique experiences and viewpoints and opinions are important. If you don’t come to class, other students will not benefit from your enrollment in the course.

(Note: The above pertains to attendance at class sessions on campus; you *are* expected to complete your scheduled community-engaged learning hours as described above.)

5. Extra Credit

Attend a Pre-Service Workshop at the Center for Community-Engaged Learning

If you are new to community-engaged learning, I recommend you attend a session of “Community Involvement in Practice.” If you have previously been in courses that featured

community-engaged learning, I recommend you attend a session of “Critical Perspectives on Community Involvement.” For schedules and to sign up, [see this web page](#).

You will get 8 points of extra credit for attending one of these courses. Note: You do not need to do anything to prove that you attended a workshop; the CEL office will let me know.

Take Your Professor to Lunch!

A downside of attending a major research university is that students rarely get to have one-on-one interactions with their professors *and* it can be hard for them to get to know other students. Fortunately, and to combat this: For undergraduate students in a class of 30 or more students, the university will [pick up the bill](#) when they and at least two other classmates take their professor to lunch!

You will get 6 points of extra credit just for going to lunch with me and at least two other classmates. [Use this signup sheet](#) to register for one or two lunches. I will email to confirm the time and location of each lunch; if fewer than three students sign up for a lunch, it might get cancelled. You can credit for attending up to 2 of these lunches during the semester, for a maximum of 12 extra credit points.

Go Listen to Education Researchers Talk about their Current Research

A benefit of attending a major research university is that there are faculty, students, and others doing education research all around you. Periodically, these people “present” their ongoing work at seminars, workshops, or other venues. You can get extra credit for going to listen to how education researchers share their work and respond to questions and criticisms. (These events usually also feature free snacks!)

I will post on the course website information about when and where education-themed presentations of research will occur. You will get 4 points of extra credit for doing the following:

- a. Attend the presentation. Take a photo of yourself in the seminar room or have someone take a picture of you and share it with you. Listen to the presentation. Enjoy the snacks.
- b. Write a one page (maximum!) summary of what the researcher talked about. Answer these questions: (i) What was their research question? (ii) Why do they argue it is an *important* question? (iii) What did they find or conclude? (iv) Do *you* agree that theirs was an important research question? Why or why not? (v) Do you *trust* their findings or conclusions? Why or why not?
- c. Email (i) the one-page summary and (ii) the photo of you at the presentation to me at warre046@umn.edu.

You can credit for attending up to 2 of these presentations during the semester, for a maximum of 8 extra credit points.

GRADING AND EVALUATION

1. How Grades Will Be Assigned

There are 200 total points in the class (plus some opportunities for extra credit). Your end-of-semester letter grade will be based on the percentage of the 200 points that you earn:

Grade	Percentage	Grade	Percentage	Grade	Percentage
A	93.0% to 100.0%	B-	80.0% to 82.9%	D+	67.0% to 69.9%
A-	90.0% to 92.9%	C+	77.0% to 79.9%	D	63.0% to 66.9%
B+	87.0% to 89.9%	C	73.0% to 76.9%	F	less than 63.0%
B	83.0% to 86.9%	C-	70.0% to 72.9%		

Below is a summary of the point values for all assignments; note that the community-engaged learning (CEL) assignments are worth a total of 100 points (or 50% of the course grade); the “topics” assignments are worth a total of 50 points (or 25% of the course grade); and the other writing assignments are worth a total of 50 points (or 25% of the course grade).

CEL ASSIGNMENTS

- CEL Referral Request (2 pts)
- CEL Hours (40 pts)
- CEL Essay #1 (8 pts)
- CEL Essay #2 (8 pts)
- CEL Essay #3 (8 pts)
- CEL Essay #4 (8 pts)
- CEL Essay #5 (8 pts)
- CEL In-Class Presentation (8 pts)
- Who I should Thank (3 pts)
- End of Semester Email (4 pts)
- End-of-Semester Evaluation (3 pts)

TOPICS ASSIGNMENTS

- Sign-Up (2 pts)
- Group Meeting (8 pts)
- List of Materials (10 pts)
- Lead the Class Session (30 pts)

OTHER WRITING ASSIGNMENTS

- Weekly Summaries (33 pts)
- Beginning Statement of Beliefs (8 pts)
- End Statement of Beliefs (9 pts)

EXTRA CREDIT

- CEL Info Session (8 pts)
- Take Your Professor to Lunch (6-12 pts)
- Education Research Talks (4-8 pts)

2. Contesting Grades

To contest a grade on an assignment: Wait 24 hours after you receive the grade. Then, if you still want to contest the grade, email me (warre046@umn.edu) a list of your reasons for your dissatisfaction with the grade within a week. Note that if I agree to re-grade your assignment, the new grade may be higher or lower than the original.

3. Incompletes

“Incompletes” are only given out when (a) a student is making good progress throughout most of a course and then (b) some unexpected event or circumstance temporarily prevents that student from completing the course assignments on time. I will only agree to give an “incomplete” when both conditions are met. Also, I will only give an “incomplete” once you and I have met to sign the required paperwork and have agreed about how and by when all course assignments will be completed.

4. Learning Styles, Abilities, and Accommodations

(Thanks to jim saliba for help with this section of the syllabus.)

If you are overwhelmed or feel like you could use some helping catching up in the course, one good first step is to visit with me or the teaching assistant in our office hours. I’m sure we can help you get back on track, especially if you talk to us early.

Everyone learns in different ways. If, for any reason, you become concerned about your ability to fully participate in this course due to the structure of activities or assignments please talk to me immediately. I am committed to providing all students equal access to learning opportunities.

Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu. Additional information is available at <http://diversity.umn.edu/disability/>. If you are already registered with Disability Services, please notify me at the start of the semester.

This course involves a fair amount of writing, and if you write poorly your grade will likely suffer. If you would like help with your writing, Student Writing Support at the Center for Writing (<http://writing.umn.edu/sws/>) offers a variety of very useful resources.

5. Academic Misconduct

I *encourage* you to collaborate and brainstorm with your classmates and to read drafts of one another's work, both inside and outside of class. However, individual assignments and essays should represent your own thought and be your own work. If any words are not your own, you must place them in quotes, include a citation, and include the reference in a reference list at the end of the assignment. If any ideas are not your own even if the words are, you must still include a citation and include the reference in a reference list. (See the American Sociological Association’s [Style Guide](#) for direction on citations and references.) It is acceptable to reflect on and synthesize the ideas of other people, with proper citation of your sources. It is not

acceptable to imply that those ideas are yours or to use them without attribution. When in doubt, cite! (Credit goes to jim saliba for drafting most of this paragraph!)

Taking credit for work that is not your own constitutes scholastic dishonesty. I am a “zero tolerance” professor when it comes to scholastic dishonesty. The university makes it very easy for me to report it, too. I fill out one short report via a very nice web interface (I can do it from my phone!) and they take it from there. So, if I ever think you engaged in scholastic dishonesty, I will discuss it with you and then I will quickly give you a zero on the relevant assignment and report the incident to the university. I won’t lose any sleep over it.

Not sure what scholastic dishonesty is? Read about it in the “Scholastic Dishonesty” section of the [Student Conduct Code](#).

WEEK-BY-WEEK CLASS SCHEDULE

WEEK 1

Tuesday, September 6 – (1) Introduction to Class; (2) Syllabus Review

Before Class: Nothing

Due Today: Nothing

Thursday, September 8 – Community-Engaged Learning

Before Class: Read:

Required

1. The University of Minnesota's Mission Statement, focusing especially on the part about "Outreach and Public Service." ([CLICK](#))
2. YouTube video *Bring Learning to Life* ([CLICK](#))
3. Elizabeth Tryon and Randy Stoecker. 2008. "The Unheard Voices: Community Organizations and Service-Learning." *Journal of Higher Education Outreach and Engagement* 12: 47-59. ([CLICK](#))
4. Neil Postman. 1969. "Bullshit and the Art of Crap -Detection." Paper delivered at the National Convention for the Teachers of English, November 28, 1969, Washington, D.C. ([CLICK](#))

Due Today: Nothing

WEEK 2

Tuesday, September 13 – American Education in the 21st Century

Before Class: Read:

Required

1. Labaree, David F. 1997. "Public Goods, Private Goods: The American Struggle over Educational Goals." *American Educational Research Journal* 34:39-81. ([CLICK](#))
2. Bowles, Samuel and Herbert Gintis. 2002. "Schooling in Capitalist America Revisited." *Sociology of Education* 75: 1-18. ([CLICK](#))
3. Jæger, Mads Meier and Richard Breen. 2016. "A Dynamic Model of Cultural Reproduction." *American Journal of Sociology* 121: 1079-1115. ([CLICK](#))
4. EdNext Podcast from March 30, 2016. *Can We Count on Schools to Boost Social Mobility?* ([CLICK](#))

Optional

1. Anyon, Jean. 1980. "Social Class and the Hidden Curriculum of Work." *Journal of Education*. January: 67-92.
2. Collins, Randall. 1971. "Functional and Conflict Theories of Educational Stratification." *American Sociological Review* 36:1002-1019. ([CLICK](#))
3. Coleman, James. 1968. "The Concept of Equality of Educational Opportunity." *Harvard Educational Review* 38: 7-22. ([CLICK](#))

Due Today: (1) [CEL Referral Request](#) due 11:59pm on the 12th; (2) Sign Up for Topics Group [Here](#)

Thursday, September 15 – (1) A History of American Schools; (2) American Schools Compared to the Rest of the World

Before Class: Read:

Required

1. Education News. 2013 (April 16). "American Public Education: An Origin Story." Web article available ([CLICK](#)).
2. Wikipedia. 2016 (August 28). "Women's education in the United States." Web article available ([CLICK](#)).
3. American Indian Relief Council. Date Unknown. "History and Culture: Boarding Schools." Web article available ([CLICK](#)).
4. Sam Blumenfeld. 1999. "The History of Public Education." *Public Homeschooling*. ([CLICK](#)).
5. Introduction and pages 1-3 from National Center for Education Statistics. 2013. U.S. States in a Global Context: Results from the 2011 NAEP-TIMSS Linking Study. NCES 2013–460. Washington, D.C.: Institute of Education Sciences, U.S. Department of Education. ([CLICK](#))
6. Summary and Appendix A from Maria Stephens, Laura Warren, and Ariana Harner. 2015. Comparative Indicators of Education in the United States and Other G-20 Countries: 2015. NCES 2016-100. Washington, DC: U.S. Department of Education, National Center for Education Statistics. ([CLICK](#))

Optional

1. Radiolab Podcast from January 29, 2015. *Ghosts of Football Past*. ([CLICK](#))
2. YouTube video *Montana Mosaic: Indian Boarding Schools* ([CLICK](#))

Due Today: Beginning of Semester Statement of Beliefs

WEEK 3

Tuesday, September 20 – (1) How to Read Academic Articles; (2) Qualitative vs. Quantitative Research; (3) Experiments vs. Quasi-Experiments

Before Class: Read:

3. Jack, Anthony Abraham. 2016. "(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University." *Sociology of Education* 89: 1-19. ([CLICK](#))
4. Kisida, Brian, Jay P. Greene, and Daniel H. Bowen. 2014. "Creating Cultural Consumers: The Dynamics of Cultural Capital Acquisition." *Sociology of Education* 87: 281-295. ([CLICK](#))
5. Caudillo, Mónica L. and Florencia Torche. 2014. "Exposure to local homicides and early educational achievement in Mexico." *Sociology of Education* 87: 89-105. ([CLICK](#))

Due Today: "Weekly Summary of Course Materials:" Summarize both class sessions from Week 2 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, September 22 – **No Class Today!**

WEEK 4

Tuesday, September 27 – Early Childhood Education

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: "Weekly Summary of Course Materials:" Summarize both class sessions from Week 3 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, September 29 – School Effects & "Summer Learning"

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: Nothing

WEEK 5

Tuesday, October 4 – Student Behavior, Violence, & Discipline

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: (1) CEL Essay #1; (2) “Weekly Summary of Course Materials:”
Summarize both class sessions from Week 4 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, October 6 – School Funding and School Resources

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: Nothing

WEEK 6

Tuesday, October 11 – Teacher Quality, Training, & Evaluation

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: (1) CEL Essay #2; (2) “Weekly Summary of Course Materials:”
Summarize both class sessions from Week 5 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, October 13 - School Segregation by Race & Socioeconomic Status

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: Nothing

WEEK 7

Tuesday, October 18 – School Choice & Charter Schools

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: “Weekly Summary of Course Materials:” Summarize both class sessions from Week 6 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, October 20 – Standardized Testing & High Stakes Testing

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: Nothing

WEEK 8

Tuesday, October 25 - Federal Policy: “No Child Left Behind” & “Every Student Succeeds” Acts

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: “Weekly Summary of Course Materials:” Summarize both class sessions from Week 7 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, October 27 - Common Core State Standards

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: CEL Essay #3

WEEK 9

Tuesday, November 1 – Education of Immigrant and Non-English Speaking Students

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: “Weekly Summary of Course Materials:” Summarize both class sessions from Week 8 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, November 3 - Education of Students with Disabilities

College for Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: Nothing

WEEK 10

Tuesday, November 8 - College for All

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: “Weekly Summary of Course Materials:” Summarize both class sessions from Week 9 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, November 10 – Community & For-Profit Colleges; College Cost & Debt

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: Nothing

WEEK 11

Tuesday, November 15 — Visitor: [Megan Austin](#) (Graduate Student in Sociology, Notre Dame University) will talk about her dissertation, *Academic Preparation for College: Inequalities in Access and Returns to High School Curricular Intensity*

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: “Weekly Summary of Course Materials:” Summarize both class sessions from Week 10 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, November 17 – Racial/Ethnic Diversity in Postsecondary Education

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: Nothing

WEEK 12

Tuesday, November 22 – Gender in Postsecondary Education

Before Class: *To Be Announced* (One Week ahead of Time)

Due Today: “Weekly Summary of Course Materials:” Summarize both class sessions from Week 11 and all of the readings and other materials assigned to be read/seen before class last Tuesday and Thursday

Thursday, November 24 — **No Class Today!**

WEEK 13

Tuesday, November 29 – Student Presentations on Community-Engaged Learning Experiences

Before Class: Nothing

Due Today: (1) CEL Essay #4; (2) “Weekly Summary of Course Materials:” Summarize the single class session from Week 12 and all of the readings and other materials assigned to be read/seen before class last Tuesday

Thursday, December 1 – Student Presentations on Community-Engaged Learning Experiences

Before Class: Nothing

Due Today: (1) CEL “Who Professor Warren Should Thank” Assignment; (2) CEL End of Semester Closure Email

WEEK 14

Tuesday, December 6 – Student Presentations on Community-Engaged Learning Experiences

Before Class: Nothing

Due Today: Nothing

Thursday, December 8 – Student Presentations on Community-Engaged Learning Experiences

Before Class: Nothing

Due Today: Nothing

WEEK 15

Tuesday, December 13 – Student Presentations on Community-Engaged Learning Experiences

Before Class: Nothing

Due Today: End of Semester Statement of Beliefs

FINALS WEEK

Tuesday, December 20 – **No Class Meeting**

Due Today: (1) CEL Essay #5; (2) CEL End-of-Semester Evaluation (Both due by 2:15pm)

COMMUNITY-ENGAGED LEARNING POLICIES

Academic integrity also applies to community work done for academic credit.

Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty:

1. Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).
2. Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.
3. Signing in at a site or training session and leaving before the hours or training was completed OR signing in for a friend or classmate at a site.
4. Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current service-learning experience.

Accommodations for Students Registered with Disability Resource Center Doing Service-Learning

If you are registered with Disability Resource Center you are eligible to receive accommodations from the University when doing service-learning in the community. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, service-learning staff can work with you to find a service-learning site that meets your needs. If you have a non-apparent disability, we encourage you to talk with your service-learning liaison and/or your Access Consultant to discuss the type of work environment and structure you need to be successful during your community experience.

Confidentiality and Privacy Issues within the Service-Learning Context

Community organizations participating in service-learning expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many service-learning students will be working with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your service-learning, you may come to know information about individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your service-learning include:

1. You should not take photographs of anyone at your service-learning site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission from the parent/guardian of children under 18 years of age.
2. During class discussions, be careful about revealing any information that could be used to personally identify any individual you work with in your service-learning.
3. In written assignments and especially when using online learning tools (Moodle, class blogs, etc.), be particularly attentive about the information you disclose about your service-learning experience, in case the site you are using is publicly available online. Refrain from mentioning the name of your organization and change the names of any individuals you write about if you are utilizing these online tools for your class.

Please note that Criminal Background Checks are also required for many service-learning placements, especially those that involve working with “vulnerable populations” such as children, the elderly, and individuals with disabilities. If the agency asks about any convictions and you have a criminal record:

- Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.
- Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors).
- If you believe that your record could disqualify you from the approved service-learning options, **please be proactive and talk to your service-learning liaison** to discuss alternative placement options.

Non-Discrimination and Religious Service

According to the University of Minnesota Board of Regents policy on *Equity, Diversity, Equal Opportunity and Affirmative Action*, the University shall,

Provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

This policy applies to service-learning provided as part of any academic course, so the Center for Community-Engaged Learning (CCEL) shall only develop partnerships with organizations that comply with this policy and offer volunteer opportunities to any and all interested students. **If your faculty member allows you to do your service-learning at an organization that is not a CCEL partner, CCEL staff must contact the organization to ensure their compliance with this non-discrimination policy before your work with them will be approved for class credit.** Organizations that exclude any potential volunteers on the basis

of any of the criteria listed in the non-discrimination policy will not be a permissible service-learning site. In order for you to receive academic credit, the site must qualify as a “University of Minnesota program” that is equally available to all members of our community.

You may perform service-learning with faith-based organizations, including religious institutions such as churches, mosques, synagogues, temples, etc., if the organization complies with the non-discrimination policy. However, service done as part of an academic course **cannot include any of the following religious activities: providing religious education/instruction, conducting worship services, or engaging in any form of religious proselytizing.** CCEL staff ensures that our community partner organizations comply with these guidelines as well. Again, if your faculty member allows you to do your service-learning at an organization that is not a CCEL partner and you would like to work with a faith-based organization or a religious institution, **please consult with your service-learning coordinator before beginning your service to make sure your proposed experience adheres to these guidelines.**

COLLEGE OF LIBERAL ARTS POLICIES

GRADES: University academic achievement is graded under two systems: A-F (with pluses and minuses) and S-N. Choice of grading system and course level (1xxx/3xxx/4xxx) is indicated on the registration website; changes in grade scale may not be made after the second week of the semester. Some courses may be taken under only one system; limitations are identified in the course listings. The Department of Sociology requires A-F registration in courses required for the major/minor. University regulations prescribe the grades that will be reported on your transcript.

- A Represents achievement that is outstanding relative to the level necessary to meet course requirements (4.00 grade points)
- A- 3.67 grade points
- B+ 3.33 grade points
- B Achievement significantly above the level necessary to meet course requirements (3.00 grade points)
- B- 2.67 grade points
- C+ 2.33 grade points
- C Achievement that meets the basic course requirements in every respect (2.00 grade points)
- C- 1.67 grade points
- D+ 1.33 grade points
- D Achievement worthy of credit even though it fails to meet fully the course requirements (1.00 grade point)
- F Performance that fails to meet the basic course requirements (0 grade points)
- S Represents achievement that is satisfactory, which is equivalent to a C- or better.
- N No credit. Its use is now restricted to students not earning an S on the S-N grade base
- I Incomplete, a temporary symbol assigned when the instructor has a "reasonable expectation" that you 1) can successfully complete unfinished work on your own no later than one year from the last day of classes and 2) believes that legitimate reasons exist to justify extending the deadline for course completion. The instructor may set date conditions for make-up work. If a course is not completed as prescribed or not made up as agreed within the year, the I will lapse to an F if registered on the A-F grade base or an N if registered on the S-N grade base.
- W Official withdrawal from a course after the end of the second week of the semester. You must file a course cancellation request before the end of the sixth week of the semester to ensure that the W, rather than the F, will be formerly entered on your record.

FINAL EXAMINATIONS (see schedule on the Calendar web site at <http://onestop.umn.edu/onestop/Calendars/FinalExams.html>): You are required to take final examinations at the scheduled times. Under certain circumstances, however, you may request final examination schedule adjustment in your college office. Instructors are obligated to schedule make-up examinations within the final examination period for students who have three final examinations within a 16-hour period. Instructors also are encouraged to reschedule examinations for students with religious objections to taking an examination on a given day. You must submit your request for an adjustment in your schedule at least two weeks before the examination period begins. For assistance in resolving conflicts, call the CLA Student Information Office at 625-2020. If you miss a final, an F or N is recorded. You must obtain the instructor's permission to make up the examination. Final examinations may be rescheduled by the instructor only through the official procedure for that purpose (as noted on the above web page). Final examinations may not be scheduled for the last day of class or earlier or for Study Day. If an examination is rescheduled at the instructor's request, and you have an examination conflict because of it, you are entitled to be given the final examination at an alternative time within the regularly scheduled examination period for that semester.

CLASS ATTENDANCE: As a CLA student, you are responsible for attending class and for ascertaining the particular attendance requirements for each class or department. You should also learn each instructor's policies concerning make-up of work for absences. Instructors and students may consult the CLA Classroom, Grading, and Examination Procedures Handbook for more information on these policies (<http://advisingtools.class.umn.edu/cgepl/>).

COURSE PERFORMANCE AND GRADING: Instructors establish ground rules for their courses in conformity with their department policies and are expected to explain them at the first course meeting. This includes announcement of office hours and location, the kind of help to be expected from the instructor and teaching assistants, and tutorial services, if available. The instructor also describes the general nature of the course, the work expected, dates for examinations and paper submissions, and expectations for classroom participation and attendance. Instructors determine the standards for grading in their classes and will describe expectations, methods of evaluation, and factors that enter into grade determination. The special conditions under which an incomplete (I) might be awarded also should be established. The college does not permit you to submit extra work to raise your grade unless all students in the class are afforded the same opportunity.

CLASSROOM BEHAVIOR: You are entitled to a good learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave (the policies regarding student conduct are outlined in the CLA Classroom, Grading, and Examination Procedures on-line at <http://advisingtools.class.umn.edu/cgepl/>).

ELECTRONIC DEVICES: University instructors may restrict or prohibit the use of personal electronic devices in his or her classroom, lab, or any other instructional setting. For the complete policy, visit: <http://policy.umn.edu/education/studentresp>

SCHOLASTIC CONDUCT: The University Student Conduct Code defines scholastic dishonesty as follows:
Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. Students cannot evade (intentionally or unintentionally) a grade sanction by withdrawing from a course before or after the misconduct charge is reported. This also applies to late withdrawals, including discretionary late cancellation (also known as the "one-time-only drop"). For the complete policy, visit: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

STUDENT MENTAL HEALTH AND STRESS MANAGEMENT: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

SOCIOLOGY DEPARTMENT POLICIES

GRADE INFORMATION: Grades are due in the Office the Registrar within 3 business days after the final examination. No information regarding grades will be released by the department office staff to anyone except designated personnel in Records and college offices. Students may access their own grades through their computer account. They may do this by following the directions on the One Stop web site at <http://onestop.umn.edu/>.

INCOMPLETES: It is the instructor's responsibility to specify conditions under which an Incomplete (I) grade is assigned. Students should refer to the course syllabus and talk with the instructor as early as possible if they anticipate not completing the course work. Coursework submitted after the final examination will generally be evaluated down unless prior arrangements are made in writing by the instructor. University policy states that if completion of the work requires the student to attend class in substantial part a second time, assigning an "I" grade is NOT appropriate. Incompletes are appropriate only if the student can make up the coursework independently with the same professor.

MAKE-UP EXAMINATIONS: Arrangements for special examinations must be made directly with the instructor who taught the course and who is responsible for approving and supervising the examination or making individual arrangements. Circumstances for missing an exam include, but are not necessarily limited to: verified illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible.

GRADE CHANGES: Grades properly arrived at are not subject to renegotiation unless all students in the class have similar opportunities. Students have the right to check for possible clerical errors in the assignment of grades by checking with the instructor and/or teaching assistant.

Students with justifiable complaints about grades or classroom procedures have recourse through well-established grievance procedures. You are expected to confer first with the course instructor. If no satisfactory solution is reached, the complaint should be presented in writing to the department Director of Undergraduate Studies or the Coordinator of Undergraduate Advising (909 Soc Sci). If these informal processes fail to reach a satisfactory resolution, other formal procedures for hearing and appeal can be invoked. See the departmental advisor in 923 Social Sciences to explore options.

DISABILITY SERVICES: Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. For more info contact Disability Resource Center in 180 McNamara.

SEXUAL HARASSMENT: University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office in 419 Morrill Hall.

SOCIOLOGY PROGRAMS INFORMATION: The Sociology Department offers two options for the Bachelor of Arts degree and a Bachelor of Science degree. We also have an Honors Program. Students interested in majoring in Sociology should view the online-information session about the major. Further information can be obtained from the following persons and offices or online at <http://cla.umn.edu/sociology>

General information, Sociology Department, 909 Social Sciences - 624-4300

Coordinator of Undergraduate Advising, Bobby Bryant, 923 Social Sciences – 624-4300

Director of Undergraduate Studies, Professor Kathy Hull, 1131 Social Sciences - 624-4339

Sociology Honors Advisor, Professor Joachim Savelsberg, 1144 Social Sciences - 624-0273

Director of Graduate Studies, Professor Jeylan Mortimer, 1014B Social Sciences – 624-4064 and/or

Graduate Program Associate, Becky Drasin, 927 Social Sciences - 624-2093

Undergraduate jobs, internships, volunteer and research opportunities, scholarships, and much more can be found in the Undergraduate Resources site - <https://sociologyundergrad.wordpress.com/>